DOCUMENT RESUME

ED 293 197 EA 019 881

AUTHOR Storey, Vernon J.
TITLE Leadership in Uncertain Times. Findings of a Study of the British Columbia School Superintendency, 1987.
PUB DATE 87
NOTE 57p.; Research project carried out with the support of the Association of British Columbia School Superintendents and the British Columbia Ministry of Education.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrative Change; *Administrator Attitudes; *Administrator Selection; Board Administrator Relationship; Decentralization; Elementary Secondary Education; Foreign Countries; Interviews; *Leadership Qualities; Occupational Mobility; Politics of Education; Research Needs; Role Perception; *Superintendents
IDENTIFIERS *British Columbia

ABSTRACT

This report examines the school superintendency in British Columbia (Canada) by focusing on superintendents' perceptions of their role's emerging skill requirements. From 1979 through June 1987, the transition from provincial employment to employment by local boards of school trustees resulted in the departure of nearly 52 percent of superintendents. To clarify the issues, interviews were conducted in 1987 with 42 superintendents who had held the position since 1980. The respondents believed that changes in the character of boards, in employment relationships, in societal and political parameters, and in the demands on superintendents have created different skill requirements. The superintendents stressed the essential nature of such skills as leadership initiative, communication and team-building abilities, and political statesmanship. The changing leadership demands appear to have contributed to the departure of some from the superintendency. To assess the issues further, information from informants in eight provinces was compared with the circumstances in British Columbia. In all the provinces, superintendents are employed locally. New Brunswick and British Columbia had similar experiences with turnover and the politicization of school boards. The report concludes that the future of the superintendency depends largely upon the board/superintendent employment relationship and its joint ability to develop comprehensive guidelines for recruitment, selection, and employment. Two reference pages and eight tables of data conclude the report. (CJH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Vernon J. Storey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED293197

EA 019 881

LEADERSHIP

in uncertain times

Vernon J. Storey

BEST COPY AVAILABLE

LEADERSHIP IN UNCERTAIN TIMES

Findings of a study of the British Columbia
School superintendency, 1987

A research project carried out with the support of
The Association of B.C. School Superintendents
and
The British Columbia Ministry of Education

by
Vernon J. Storey
University of Victoria

FOREWORD

This study on which this abridged report is based could not have been completed without the encouragement of the Association of B.C. School Superintendents, the willing participation of its member superintendents and the support of the Ministry of Education. The assistance of Bill Fisher, Superintendent of Schools in School District No. 33 (Chilliwack) and Duane Sutherland, Superintendent of Schools in School District No. 2 (Cranbrook) in developing the study and of Don Smyth of the Ministry of Education in gathering data was of significant help. Appreciation is also extended to staff of the Ministry and the B.C. School Trustees Association, to the school trustees who participated in the collection of data and to the several superintendents who read the entire study and provided editorial advice..

The project was challenging; the experience was professionally and personally most worthwhile. It is hoped that this study will contribute to the further development of effective leadership in British Columbia school districts.

Special thanks are due to Brian Hilsen for a comprehensive review of the literature and to Sharon Kucey for her competent, prompt work on the typing.

This is an abridged document; copies of the full report of the study are available from the author.

Vernon J. Storey

University of Victoria

We need some stability and predictability in the system--it's so damn difficult to plan strategically when you're on quicksand. (Superintendent of a small interior district, 1987).

You have to know your terrain before you cross it. You have to have the ability to sense--and wait or change if necessary. (Long-serving superintendent, 1987).

[Superintendents] will have to learn to operate in an atmosphere of conflict, rather than cooperation; to exert influence rather than wield power; to use mechanisms of consultation to assess the real values of the public; to carry out policy research, and specifically to propose policies and programmes which are consistent with the best data available, and to defend these in contexts hostile to authority deriving from expertise; and above all to be flexible in making rapid adjustments when the outcomes . . . are disappointing (Coleman, 1977, p. 86).

You know what you want to accomplish for the district. You <u>feel</u> the district--you know it to its uttermost edges. You know the trouble spots. When someone screws up, it's a little bit of you that's hurting, because you're part of the school district (Experienced superintendent, 1987).

CONTENTS

Page

ON BEING A SUPERINTENDENT: FINDINGS OF THE STUDY 3

Introduction 3

Through the Eye of the Beholder: The Interview

Phase of Research 5

The Current Scene 6

Superintendents for Tomorrow 12

The Superintendency in Other Provinces 20

Employment Relationships 21

Turnover and Attrition 22

Superintendent Search and Selection Procedures 25

Rationality 26

Fairness 27

Confidentiality 28

Conclusion 30

PROSPECTS: DISCUSSION OF THE FINDINGS, RECOMMENDATIONS 32

Recruitment, Search and Selection 33

Guidelines for Employment 35

Preparation for the Superintendency 38

CONCLUSION 39

The period from 1979 to the present has been one of major, perhaps unprecedented change in the school superintendency in British Columbia. The provincially employed district superintendent of schools, once the senior education officer in almost every school district in the province, has in 1987 virtually disappeared. Today's superintendent is locally employed and directly responsible to the board of school trustees. In more than half of the school districts, the superintendent is the board's chief executive officer.

Not only structural change, but also considerable situational upheaval has been the order of the day in recent years. As the face of the superintendency has changed, so have the people. Of the 74 individuals who entered the superintendency in 1979 or before, only 20 remain in the position. Twenty (37%) of those who left went on to full retirement. The other 34 (63%) left for reasons ranging from a desire to change positions to termination by the board. Almost one-quarter of the 55 men and women who entered the superintendency after 1979 had left the position by 1987; only one to full retirement.

Changes in the face of the superintendency must be seen in the context of the economic, social and political scene in British Columbia in the early 1980's, of which education was a part. Let history rule on whether the turbulence of recent years was unique; that it was major and significant seems not in dispute.

The study on which this report is based focusses on the men and women who have been superintendents of schools in this province since 1980 and on the issues they and public education must address daily. Forty-two senior leaders were interviewed for the study. Their

responses and related information about their careers as superintendents form the basis of this report.

ON BEING A SUPERINTENDENT: FINDINGS OF THE STUDY

Introduction

From 1979 to early 1987, 129 men and women have occupied the superintendency, not including those who have served as acting superintendents. With six exceptions, they have been male. Over half of them entered the superintendency in 1979 or earlier as Ministry-employed district superintendents, prior to the introduction of the local employment option (Appendix A, Table 1).

During the period 1979 to June 30, 1987, 67 superintendents, or 51.9% of the survey group, left the superintendency (Appendix A, Table 2). Only four subsequently re-entered the superintendency and were among the 66 incumbents in the first half of 1987.

In 1986, 18 superintendents (24%) left their positions (Appendix A, Table 3). Even with three retirees excluded, 1986 remains a year of very high attrition (20%) compared with any previous year since before 1979. Previously, the highest net attrition rate for any one year was 8% in 1982.

With [redacted] exceptions, departure from the British Columbia superintendency has not been followed by re-entry into a similar position in this province (Appendix A, Table 6). Three of the 67 who left went directly to a superintendency in another province, while five moved to another senior school district administrative position (Appendix A, Table 5).

Fifteen former superintendents moved from that position to employment with the Ministry (Tables 4 and 5). All of these individuals were superintendents in 1979; almost all had originally been Ministry-employed district superintendents. Down-sizing, Ministry reorganization and the change to local employment, it would appear, have ended this career option for all but a very few.

By June 30, 1987, the number of former superintendents who had re-entered senior district administrative positions had increased from eight to 14. Another six had obtained school-level administrative positions. This trend, coupled with a reduction in reported unemployment from seven to one, is in some respects positive. It should be noted, though, that for some of those individuals who had built careers in administration and had entered the superintendency with plans and hopes, other employment options were second choice at best.

A predictable outcome of the high attrition of recent years, most noticeably 1986, was a lowering of the average level of incumbents' experience as a superintendent. Twenty-eight (43.4%) have less than five years experience as a superintendent, while 12 have only one year (Appendix A, Table 8).

While statistics can provide useful factual information about a topic of much discussion, they cannot give the picture a human face. That aspect of the analysis of the data and exploration of the findings arises from the results of the interviews which formed the major component of the study.

Through the Eye of the Beholder: The Interview Phase of Research

The interviews with superintendents left an impression of people in charge of their situation. Clearly, they regularly faced unexpected change and development, conflict and the need to adjust plans and strategies and meet new situations. At least five aspects of the superintendency and its incumbents warrant discussion. The first and most apparent was the willingness of superintendents to commit time to an extended interview in a period marked by fast-breaking legislative change and a surge of conflict within the system. Each one kept his or her appointment. The clear impression was of administrators "on top" of their work.

Second, the interviews were marked by frankness and a willingness of superintendents to provide necessary background, some of it sensitive and confidential. Much of this background served to create the third impression; that of a full and taxing job. This dimension will be reviewed in greater depth in a later section of the report.

Fourth, superintendents were remarkably consistent in their analyses of the current situation and the job itself. Their perspectives and examples varied, and the details changed with the setting and the situation, but the perceptions were for the most part clear and consistent on the major strands and issues.

Finally, one could not help but be impressed by superintendents' feelings about the job. Conflict and the need to manage it, contain it, defuse it and sometimes provoke it were always present. Change and surprise were expected and accepted as part of the job. Some

superintendents, on reflection, wondered aloud what the future might hold, and many conveyed the enthusiasm expressed by the superintendent of a volatile, often unpredictable school district:

> I still believe that it's an extremely exciting, fulfilling job. There are risks, there's jeopardy, but it's a tremendous job.

The nature of the job, the need for a coherent personal philosophy to create a context for leadership, the importance of initiative and planning, the need for management capability of a new order, the importance of communication and teambuilding and the critical requirement for political skill loomed large in the interviews. They are the focus of the following sections.

The Current Scene

The social, economic and political contexts of public education and the demands on superintendents are changing. Both superintendents and trustee respondents agreed that a different profile is emerging for trustees and their boards. A board chairman, in reference to his own city district, observed that

> There's a change in skill level, dedication level. They have had previous experience in community leadership. They make no excuse for the fact that they represent a broad base of community influence. There have been, understandably, some jitters raised in the minds of some long-term administrators. Fifty percent [of these trustees] have no experience of administration with a Ministry-appointed superintendent--they look at a CEO the way a CEO would be looked at outside of education.

A superintendent observed that "boards have changed a hell of a lot--there's no buffaloing them. They're changing in character." It was evident from the responses of superintendents that the changes in boards demanded all of the traditional skills and an array of new, or at least newly prominent skills.

Changing boards, fiscal restraint and economic pressures and a public increasingly skeptical of institutions and administrators have presented superintendents with new challenges. The trend toward appointment of the superintendent as chief executive officer has in itself created new demands for administrative leadership. A respondent observed that superintendents must "know and understand funding formulas, revenue sources, etc., and be able to revise their understandings quickly." Another observed that superintendents

> have entered a level of leadership and management that is unprecedented in this province . . . if he doesn't understand a balance sheet, he can't lead the secretary-treasurer--he needs the skills to direct all aspects.

Not only issues related to role change, but also those related to the changing character of society were seen as creating new demands. New issues ranging from AIDS and child abuse to a new order of board-employee relationships were cited as evidence of the requirement for a new level of leadership.

The demands of the job were cited frequently by respondents. Clearly, the position is a consuming task. One highly experienced and respected superintendent stated

> "I don't understand--I'm continually amazed that one person can be on top of so many different kinds of things at once. You can't let yourself get consumed by any one thing--the job <u>is</u> consuming, though."

This theme was echoed by many respondents, but few appeared to consider themselves victims of events and circumstances on which they could have no influence. Board and committee meetings and other district responsibilities were heavy consumers of time, and for some, community duties were seen as an important extension of the position. When asked about personal time, one respondent replied ". . . almost none. The evening meetings, the weekend meetings--I try, because I think it's a responsibility, to do something in the community. Those links are so important."

For all who commented, the greatest pressure in the search for enough time to do the job effectively was on the superintendent's personal and family time. Several mentioned strategies they used to gain time for recreational activity: "I work hard, but I'm conscious that I work hard. You've got to consciously build some things in. A lot of people don't know how to cope with the work." One respondent commented on the demands of the job on not only himself, but also his staff, somewhat philosophically:

> It's an all-consuming job, there's no doubt, but perhaps it's partly a function of the type of person we are. . . . I worry more about the people who report to me than I do about myself--the flexibility provides some compensation.

Several respondents acknowledged that job demands often took precedence over their efforts to maintain a balanced schedule. Where a priority was expressed, it was that they be able to stay abreast of developments and changes occurring on a broad front, often in areas not traditionally required of superintendents in this province. The superintendent of a small northern district commented

> I do homework like you wouldn't believe. I research, I investigate, I find out things. The only time I move fast is when there's no option. . . . I studied labour negotiations literature, I looked at what was happening. I don't have the time, but I can't afford not to.

Consistently, when superintendents expressed a concern about the availability of time, doing an effective job was the predominant goal. There was no clear relationship between district size and pressures on the superintendent. Although small districts lacked support staff, the dynamics of the school district itself--community, staff relations and board stance--seemed equally significant. One superintendent commented that

> There are times when I've been going flat out over the past few years, I've felt increasingly unable to get everything done that has to be done. I want to keep my hands firmly on the tiller, and lately I've been feeling that my hands have been getting a little slippery. It's a frustration of this job--I can't even read the stuff that I'm supposed to read anymore.

Perhaps it is in the nature of many senior leaders to be regularly self-examining, reflecting and offering challenges to oneself. The same superintendent who made the comment recorded above also reported outstanding results on a recent broadly-based evaluation of his performance by both trustees and principals and outlined a comprehensive set of initiatives being undertaken by himself and a very small staff to promote education in the community.

The researcher's own experience as a superintendent, a knowledge of the major events of the past several years in education in this province and the impressions gained from interviews with

superintendents suggest that many of these officials have provided considerable stability in uncertain times. One commented that

> These are the people who have held the system together for the past six or seven years. They haven't always agreed, but they've held it together.

Changes in employment relationships, in trustees and boards, in social, political and economic parameters and in the demands on superintendents appear to have contributed to the departure of some who have left the superintendency.

The first seven years of the local employment option, 1980 through 1986, saw the departure of 63 superintendents. The net attrition after full-service retirement was 42. It seems reasonable to assume that the major change in the employment relationship, newly-gained control over appointment and tenure by boards inexperienced in local employment of the superintendent and new demands on the superintendent were important factors in the departure of some. A further factor may have been the Ministry requirement that the initial local employment contract first be offered to the incumbent provincial appointee. In some instances, this individual may not have been the Board's unfettered first choice. It seems likely, although it cannot readily be inferred from the data, that a combination of these factors was operative prior to departure in some instances.

There appeared to be a view among some respondents that some of the changes were to have been expected. One suggested that "Maybe we just had to go through that process." Another suggested that some "people who had been in a while hadn't adapted" to changing circumstances. A third felt that the climate and program of fiscal

restraint had exacerbated problems, and one stated that some departures represented "the end of the honeymoon" which had begun with the new marriage of employment by boards.

It was difficult to gain precise information about the departure of those superintendents whose appointments were terminated by the Board. In some instances, a mutual agreement had been reached between the Board and the superintendent that all details of the circumstances surrounding departure would remain confidential. In some instances, respondents simply did not want to discuss in depth a painful incident from the past.

In a few instances, superintendents were able to speak about their separation. In two of the cases reviewed, regardless of the appropriateness of termination, there appeared to have been a lack of any due process. These respondents reported that without prior warning or formal evaluation, they had simply been told that their appointments had been terminated.

A third superintendent, whose departure had been mutually arranged after the board's indication that it wished to terminate the employment relationship, referred to a previous circumstance relating to board action on a key matter of administration with which the superintendent had disagreed as "the beginning of the long downhill slide." A board chairman observed that "I don't think there's any going back" once the relationship between the board and the superintendent has begun to deteriorate.

That a board will and should employ the superintendent it chooses seemed not in dispute among the respondents who commented. Several did,

however, express strongly the view that careful selection and contract development, a formal performance evaluation program and provision for at least a fair hearing before the whole board in the event of difficulties arising were reasonable expectations and important components of the employment relationship.

Clearly, the circumstances and expectations of the superintendency in this province have changed substantially. For some, the new rules and roles have not worn well. For many, the position provides a stimulating and challenging mix of demand and reward, of frustration and achievement, and of conflict and compromise. From all, the job demands much. Respondents had clear perceptions of the essential skills and qualities of the superintendent who will provide sound leadership in the coming years.

Superintendents for Tomorrow

Respondents spoke definitely about the personal qualities and the background of skills and knowledge needed by today's and tomorrow's superintendent. Superintendents and other respondents were remarkably consistent in their perceptions. Personal philosophy and leadership style, leadership initiative and planning, management knowledge and capability, communication and team-building skills, and the skills of political statesmanship were each addressed by many respondents. Numerous comments suggested that the qualities and skills the respondents cited were essential to a superintendent's success and, in fact, to survival in the position.

Personal Philosophy and Leadership Style

Respondents' views of the person in the job related to the existence of a well-developed philosophy of education and life itself, integrity and honesty, and a respect for trusteeship and lay governance. Each of these attributes was deemed basic and essential by respondents.

Several respondents asserted that to be successful over the long term the superintendent must first have a clearly-developed, "well thought out personal philosophy of life, of administration," to quote one respondent, who also suggested that

> maybe when Boards say there's no leadership, they don't realize they have a problem with a person who hasn't a well-developed philosophy.

One superintendent stated that successful superintendents will be "basically positive, happy, comfortable with themselves." Another noted the importance of a personal philosophy in dealing with difficult times on the job:

> You've got to be pretty bloody self-confident. When people won't buy your ideas, when they criticize you in public, if you don't know where you're going, how can you lead anyone? Too many don't really know what they stand for, what they are known for.

Only if one's personal base is established, stated some, is it possible to decide "what is really a matter of principle--you've got to figure that out." The importance of this ability to distinguish was expressed by one superintendent as

> You have to be careful not to take too much as personal. You've got to ask, "Is it really going to matter in the cold light of day?" and often you have to say it isn't. You can't, however, back off making decisions.

The importance of assertiveness on some issues was pointed out by one superintendent who stated that

> You have to put your own job on the line sometimes, and I do, but I pick my spots, I pick my issues.

Integrity and honesty were recurring themes among both superintendents and non-superintendents. In particular, straightforwardness with the Board was stressed. Several superintendents referred to their own practice in dealing with this issue, one saying, "I believe that one of my great strengths has always been my honesty--the trustees know I'm honest." Another dimension of integrity, the provision of information to all trustees, was expressed by a superintendent who said "When we come to the table, everybody knows where they're at--when it comes to the board, there are no surprises." A third stated, "If I could give advice to a new superintendent, it would be not to keep anything from the board."

In contrast, one superintendent spoke of the work of a terminated predecessor as communicated by the board when they set guidelines and expectations for the new superintendent:

> He played both ends against the middle and always to the detriment of both. We had nothing but game-playing, surprises, lack of information and wrong information. We were embarrassed in public, we were hung out to dry through misinformation.

Five respondents asserted the importance of respect for trusteeship. One superintendent stated directly, "You have to go into this business and believe in lay control of public education, otherwise you shouldn't be in the superintendency." The long-serving superintendent of a large urban school district distinguished between the person and the office: "I have utmost respect for the school

trustee, even if I have no respect for the incumbent." The phrases "believe in" and "utmost respect" suggest a fundamental attitude toward trusteeship, one which will pervade the actions and attitudes of the superintendent. To quote one respondent, "The arrogance of a contempt which is reflected in private conversations can't be hidden."

Leadership Initiative and Planning

The importance of a proactive, goal-directed approach to leadership was stressed by over half of the superintendents interviewed. All who commented spoke of the need for a plan which would establish direction and enable demands and developments to be kept in proper perspective. One superintendent commented on the board's view of planning skills by saying that

> They want someone who's got a vision, a plan, is creating. Most trustees want to be part of something that's going to be good for education.

The importance of not only developing plans but also communicating them was stressed by several respondents who were of the view that boards want an overall plan, a sense of purpose, that "They like having that sense of direction, they really do, and it's good for us, too."

Clearly, boards expect from their superintendents, recommendations, options and implications of various alternatives. They will not always accept the recommended alternative, but the responsibility to plan remains. One superintendent commented that

> I rarely let a matter rest with a board without a recommendation. If I give them alternatives, I have to give them implications, and that's what they often don't like.

Some commented that despite the possibility of negative response and unaccepted recommendations, the alternative of simply presenting a problem or a set of alternatives without recommendations and implications was not acceptable. At the same time, the quality of recommendations and the accuracy over time of predicted outcomes was seen as one dimension of a superintendent's competence:

> When they approve a policy, and there are unanticipated consequences, you look bad, because you're supposed to be able to anticipate consequences.

One trustee, commenting on the work of a superintendent no longer in the district, observed that "there was a lack of leadership and direction--in a year, no goals were set." Clearly, a proactive stance toward planning was seen as a critical leadership dimension.

Management Knowledge and Capability

The need for management knowledge and capability has been alluded to in earlier comments about the superintendent's role in relation to the district's business operation. Particularly for the chief executive officer, the ability to direct a complex organization of many disparate units is an emerging demand. A trustee commented that "It's those kinds of skills that will make a superintendent worth every dollar."

Not only do today's superintendents face demands for new knowledge and capability, they face them with increasing frequency and urgency. The respondents in this study were keenly aware of the extent of demands on their expertise and of their own need to learn. One experienced city superintendent commented that

> If anybody's going to survive in this business for very long, it's going to depend on their style of leadership--there aren't many people around who have that kind of skill.

Communication and Team-Building Skills

Several superintendents of long and apparently successful experience reflected on the importance of building and communicating with a leadership team. Their opportunities to develop such a team varied widely; as a result, its make-up also varied. For some superintendents of very small districts with a few scattered schools, the job is very much a solitary experience. In large metropolitan districts, even efficiency of operation demands a carefully developed team operation.

Many respondents indicated a view of the importance of team-building. It was clear that for some, there existed many teams with different members and different purposes. One superintendent commented that

> The job is too big for any one person--you can't do it by yourself. You could work 48 hours a day, provide all the systems you like . . . Over a period of time, you develop a base: board, teachers -you develop a bond, mostly of trust. You know the community leaders . . .That team isn't just your senior leadership team; it's the principals, the [district parents association], parents at large, community support groups . . . I believe so much in process, I frustrate the guys who work with me. I think you should see as much as you can before you go there. We map out the process, go over it and over it, revisit it again and again.

Political Statesmanship

No other aspect of the superintendent's job drew as many comments as did the political role of the superintendent. The nuances and dimensions of the political role and the skills needed to deal with

that role pervaded many of the discussions. Yet superintendents were careful to delimit their use of the word "political", and generally they expressed a common definition. In each instance, their comments distinguished between political astuteness and statesmanship on the one hand and "playing politics" on the other. "Playing politics" was seen as a deadly game and a road with no route back. One superintendent observed that "I try to draw a distinction between being politically astute and being political," another that today's superintendent must "operate in a political environment without being political."

Several superintendents commented on the importance of knowing and understanding the board. They stressed the fact that knowing is a process, not a project or an event:

> You have to be aware of what's going on--aware of what's going on with trustees, among themselves, with their constituents, helping them with that--taking a little blame for them, often without them knowing it . . . A lot of trustees operate in a way that isn't tied in to the reality of the teacher and the classroom. The superintendent has to help them make the right decisions on the information.

A trustee stated, "I really do try to know my board members--as much about them as possible." Several respondents stressed that not only full communication, but also equal communication with all is important. The board is both the employer and one of the group with whom the superintendent works most closely. Current knowledge and understanding, and intervention and correction as necessary, are vital.

The matter of sensitivity is difficult to analyze. It is multi-dimensional and somewhat elusive in meaning, and the term was used by superintendents to describe a state of acute awareness and

responsiveness to change in attitude or in feeling. Again, board members were a primary reference group, and superintendents were aware of the need to be alert:

> I'm really sensitively attuned to how trustees feel -you have to know when to back off, when there are sensitivities.

Another superintendent, commenting on the public role of the trustee, suggested that "You've got to be sensitive to the fact that trustees are very vulnerable." Several commented on the importance of ensuring that the public image of the trustee is maintained. One stated,

> I never embarrass a trustee in public. I'll take all kinds of lumps, then I'll go to the trustee after the meeting and tell him. You never cross swords with a trustee in a public setting, but when the meeting is over you go to him, and I think there's a mutual respect that grows.

Finally, superintendents showed a keen awareness of the need to adjust for the unexpected, to "shift gears" on a moment's notice, to change strategy when circumstances change. Perhaps this dimension of political statesmanship is the most crucial in times when the need to be flexible is paramount: "Course correction is a constant adjustment thing." None referred to this adjustment as a relinquishing of basic principles or plans; all were aware of the importance of timing.

Perhaps it is a truism to observe that where people are involved, the unexpected will surface. The complexity of human behavior and events presents constant challenges to the superintendent. One respondent expressed the importance of being able to analyze events and situations, observing that

> incidents are not unrelated. Everything's a triple-bank shot. You need to be able to get back from the situation . . . and think your way out of it--but you can never simplify it.

It is virtually impossible when confronted with the complex, multi-dimensional nature of the superintendent's work to analyze it with fullness and accuracy. Perhaps an extended internship or a mentorship relationship would help to provide the added dimension. One superintendent attributed his ability to perceive and analyze to a thorough grounding in systems theory. Some were less sure of the primary sources of their skill. One credited his own former superintendent for much of his learning:

> I watched carefully a man that I thought was very good. I didn't always understand what was going on, but I always knew it was important.

The Superintendency in Other Provinces

The significance of current issues in the superintendency might be assessed by considering the British Columbia situation in the context of a description of the scene across Canada. The researcher wrote to the Deputy Minister of Education in all other provinces except Prince Edward Island, which was excluded because of its size. A respondent from another province did convey one piece of data about Prince Edward Island. He indicated that both the superintendent and assistant superintendent had recently left a major district in that province on relatively short notice. This respondent stated that these events had

caused concern in the community and the province and that the Minister was inquiring into the actions of the board in the matter.

Each provincial representative was asked whether there had been changes in the employment status of superintendents in the past twenty years, their current status, and whether there had been any recent period when rates of turnover and attrition had seemed excessively high.

Employment Relationships

In all eight provinces contacted, superintendents (directors, in some provinces) are employed by school boards. In most cases, this history is a lengthy one; in Quebec, school board autonomy has been entrenched since 1867. It appears that prior to British Columbia, the most recent province to "go local" was Alberta, where local employment was introduced in 1970. Saskatchewan made a major move in this direction in 1982.

Only two anomalies appeared within this situation. In Saskatchewan, provincial superintendents in six very small rural districts are presently being phased out. In Alberta, one very small (12-pupil) district in a national park and one expansive northern district are provincially administered. Alberta has placed Ministry appointees in some districts on an acting basis during a long search.

There were three indications of provincial involvement of other kinds. In Nova Scotia, provincial legislation was introduced in 1981 to specify that the superintendent would be the chief executive officer of the board. In New Brunswick and Newfoundland, superintendents' salaries

are set by the Province according to a scale based on teachers' salaries plus an administrative allowance. Superintendents have no involvement in determining the amount of this allowance.

While the developmental history has varied among the provinces, British Columbia, Alberta and Saskatchewan appear, according to respondents, to be the only provinces to have undergone major change in the past twenty years.

Alberta moved to local employment as a result of the Education Act of 1970. In Saskatchewan, the Minister announced in 1982 that the government would no longer be appointing superintendents. The number of provincial superintendents in Saskatchewan has been reduced to six, as noted above.

Turnover and Attrition

Five of the eight provinces contacted need only brief mention. Nova Scotia reported "no visible discontent," stating that superintendents in that province have an association within the Nova Scotia Teachers' Union, which bargains their salaries.

In Newfoundland, a few districts have experienced frequent turnover, some apparently related to isolation and some to unique problems of inter-parish conflict in separate school districts.

One of the larger districts in Manitoba, which has a history of being highly politicized, in a recent period had three superintendents in five years. With that exception, Manitoba superintendents were reported as having had "relatively lengthy tenure." The respondent from Saskatchewan perceived no pattern of excessive attrition.

The situation in Quebec seemed unique, in that while termination is highly unusual, superintendents (directeurs) and other district administrators are encouraged to leave at a relatively early age, through a system of reclassification and reassignment. A program of incentives such as pre-retirement financial aid and payment of the first six months of one's salary in a private company have been factors in establishing an average age for senior administrators of about fifty years.

There appear to have been some similarities between the post-1970 situation in Alberta and that in British Columbia after 1979, although the degree of turbulence appears to have been considerably less in Alberta. This may have been due in part to differences in the basic character of the two provinces. Also, the situation in Alberta in the early 1970s was not complicated by other major changes such as those experienced in British Columbia in respect to education finance.

New Brunswick has both French (thirteen) and English (twenty-seven) boards. The Ministry respondent indicated that six of the 27 English superintendents had left their positions in 1985. Five had left in 1986 and two in the first four months of 1987. These numbers and the respondent's comment that "There has been an undercurrent of unrest among superintendents in the province," prompted the researcher to contact an official of the superintendents' association.

This superintendent concurred that the matter of superintendents' tenure was "a hot topic" and stated that there existed in the province "a preoccupation with that." He attributed the problem in large measure to the increased politicization of school boards, which had themselves

been under pressure from the provincial government and special interest groups.

Provincial government initiatives which threatened New Brunswick boards with changes in their roles, were reported as leading to the formation of coalitions among boards and between boards and other groups to seek modifications in proposed reforms. It was suggested that this factor may have contributed both to the politicization of school boards and to turnover among superintendents.

In the view of this respondent, the problem

> . . . basically boils down to poor relationships with the school boards. You can't blame it on restraint--we can manage, and even accommodate some growth. There definitely has been a lot of difficulty between superintendents and boards, resulting in many having left their positions.

He also expressed a concern about loss of talent from the system:

> Two have resigned so far this year, one a very prominent and effective principal before. The other seemed to be up and coming--this has happened every year, and we've lost some very good ones.

Both respondents reported that New Brunswick superintendents operate without contracts and have no provision for due process in the event of a dispute, problems for which the superintendents were seeking remedies in legislation.

The New Brunswick situation appears to parallel in some respects the British Columbia experience. Both provinces have experienced the politization of school boards. In neither case do superintendents have a guarantee of the basic elements of due process, except that the British Columbia superintendent may be able to negotiate such provisions in an employment contract.

Only Ontario reported any provision for due process in the event of serious problems occurring between superintendent and board. Regulation 276 (7-14) of the Education Act for that province sets out specific requirements which include a performance review, a formal hearing process and a severance pay provision. Although it seems unlikely that a superintendent would be permitted to remain in the district after the process described had been carried out, or in fact would wish to stay, the procedures may help to guard against capricious action.

Superintendent Search and Selection Procedures

The change of employer from Ministry to school board in British Columbia in the years following 1979 meant that boards had to establish and carry out their own executive search processes. This was a new experience, and was acknowledged by several respondents as one of the most important processes and decisions of a school trustee's tenure. One school board chairman involved in a selection process after the termination of the previous superintendent, said:

> The toughest thing I've had to do, the most onerous decision I've had to take part in since I was elected was helping to choose a superintendent of schools. Choosing a CEO is no small matter. When you leave the board, you leave the district with the superintendent you helped to choose.

An experienced assistant superintendent expressed the view that "The most important decision a board will ever make is the selection of

the next superintendent--unquestionably." Clearly, the issue was more than peripheral in the view of many respondents.

Respondents who were familiar with procedures used in recent searches were positive in their comments about some and sharply critical of others. Their concerns might be categorized as speaking to questions of rationality, fairness and confidentiality.

Rationality

Respondents cited some specific procedures and events which one termed "amateurish damned things." In one instance, an individual was phoned for information regarding an applicant by an individual who would ultimately be reporting to the successful candidate. The caller was unable to answer when asked if the respondent's name had been given as a reference. The questions were non-standard, and open-ended in the extreme, including, "Can you tell me anything about (the person)?"

On being questioned, the caller stated that several people were checking on candidates. Trustees telephoned trustees, staff contacted staff and these groups were further subdivided to ensure that males called males and females called females! After the initial discussion had concluded, the caller provided the names of all other "long-listed" candidates and asked again if any information could be provided.

In contrast, an individual was called by a trustee from another district who had been assigned all of the preliminary reference-checking. She had a carefully structured, progressively detailed set of questions which, on completion, left the respondent feeling that he had

been able to give a complete, balanced and valid profile of the candidate.

A practice about which opinions varied was that of gathering all short-listed candidates together (in some instances with their spouses) for a dinner or board social. In one instance, seats between the candidates were occupied by trustees, who changed location periodically throughout the meal to meet with each candidate.

The researcher spoke to five candidates who had participated in this multiple informal interview. Two had been successful in the competition and stated their feeling that the procedure was fair and acceptable. The three who were not offered positions expressed negative views, with one terming it "a farce."

Fairness

The strongest concern expressed by respondents related to situations in which they felt that the selection decision had essentially been made by the board before the interviews, perhaps very early in the search process. All agreed that the selection decision was the board's exclusively; one asserted the board's right simply to pick a candidate from "a pool of one."

All, however, expressed the view that if a selection had already been made, a search and selection process should not have been carried out. Perhaps a logical extension of this would be to suggest that if the Board reaches a decision before the process is concluded, the selection should be finalized and the process terminated.

On another rationality and fairness-related issue, a large group of candidates for a superintendency, assuming that the standard practice of paying travel expenses for invited candidates would be followed, were advised on post-interview submission of receipts that this was not the case. This problem, though corrected by board policy for any subsequent searches, might have been averted by use of a more comprehensive search and selection guide.

Confidentiality

In most instances where a senior executive officer is seeking or has been solicited for a position elsewhere, it is not in the best interests of either the individual or the present employer to be aware of that fact too early in the process. The expression "lame duck" was used by one respondent to describe an individual whose search for other employment was too widely known at an early stage in the process.

Perhaps there exists a shared responsibility: that of the applicant to indicate the degree of confidentiality of his/her application, and that of the searching organization to maintain it.

Complicating this situation is the trend to wider involvement of stakeholder groups in the search and selection process. Teachers, support staff administrators, and in some cases community members might legitimately be invited to assist the board. In some instances, consultation might relate to the needs of the district and the desirable qualifications of a superintendent. In others, representatives of these groups might be directly involved in the review of applications.

It would appear that unless careful choices of committee members are made, guidelines specified clearly and ethical practices agreed upon in advance, the risk of breach of confidentiality is increased. One respondent, expressing concern with this aspect of some searches, asserted that "confidentiality is absolutely a non-existent thing."

In any search for information about a topic, existing concerns are likely to surface early and perhaps with considerable emphasis. The data did not suggest that the foregoing problems were universal. They were perceived by some respondents to be widespread, and the specific examples given and intensity of feeling expressed warranted their inclusion in this report.

Much investigation has been carried out regarding the search process. Some consulting firms specialize in it or maintain an executive search division. Useful reference material (Department of Educational Administration, 1977; Kratzmann and James, 1978) is available to assist school boards with superintendent search and selection. In British Columbia, search assistance is also available from the Ministry of Education and advice, as on other board-related matters, from the B.C. School Trustees Association.

The search and selection process is both crucial and potentially problematic. The relative recency of local employment may have contributed to the development of a situation similar to that of Alberta in the 1970s, where local employment was introduced in 1971. This situation was described in "Guidelines for Employment of School Superintendents" as follows:

> The role of the superintendent has generally not been clearly defined either by government legislation or by school board policy. Different groups--trustees, secretary-treasurers, senior administrators, teachers--hold varying and often conflicting expectations for the behavior of the superintendent. School trustees have had too little time to define the role as they perceive it, and this, together with the lack of systematic recruitment and selection procedures, has sometimes led to inadequate employment practices and to stressful working relationships (Department of Educational Administration, 1977, p. 5).

The steps leading up to selection are the first in a board-superintendent relationship. Respondents' comments suggest that it would be a mistake to overlook the significance of these initial steps. One board chairman, in reference to a superintendent terminated by the board, said, "I've always maintained that the problem was the hiring process--he shouldn't have been here in the first place."

If one acknowledges the importance to both parties of a "fit" between superintendent and board, the significance of search and selection seems apparent:

> Just as accepting a superintendency may be one of the most critical decisions which an educational administrator faces, so also the choice of a superintendent is one of the most important decisions that a school board must make. Consequently, both parties should approach the choice with full awareness of the significance of the decision and should take steps to ensure that the decision will be the right one for both the individual and the school system. (Department of Educational Administration, 1977, p. 5).

Conclusion

The perspective provided by examining the history of the superintendency in North America suggests that much of what we perceive

as new may only be new in actual detail. For the men and women in the superintendency in British Columbia, though, the reality of tomorrow is that it will be qualitatively different than yesterday and today in this position. At least for this and the next generation of superintendents, tomorrow will demand new skills and capabilities. Today's superintendents have expressed clearly and succinctly their perceptions of the essentials of the position. This study has sought to explain the current scene, to heighten understanding of the nature of the superintendency and to suggest some essential skills for the future. Some recommendations flow from the findings; the following section will present these with tomorrow's superintendency in mind.

PROSPECTS: DISCUSSION OF THE FINDINGS, RECOMMENDATIONS

This study has sought to clarify the current situation in the school superintendency in British Columbia, to explore problems surrounding the recent history of turnover and attrition and to relate the situation in British Columbia to events and patterns elsewhere in Canada. It has focussed on both the present scene and respondents' perceptions of the key skills of tomorrow's superintendent.

Clearly, the recent scene has been one of turmoil in the superintendency. Superintendents, many of them previously employed as district superintendents by the Ministry of Education, negotiated first contracts with boards for whom the experience was as new as it was for many superintendents themselves. The transition to local employment was itself conditional: the first contract must be offered to the incumbent provincially-employed superintendent.

Both superintendents and boards had requested and lobbied for local employment for several years. For many, the change proved satisfying and a new era of teamwork and joint effort was launched by a board and a superintendent whose common purpose had been affirmed and strengthened.

For some, the experience of local employment was less than optimum; for others it was disastrous. Table 3 shows clearly that for at least three recent years, the conditions in the superintendency were turbulent for many.

To comment further on the reasons for this turbulence would be less than useful except as the focus would be on optimizing conditions

in the superintendency for the future. Several recommendations arise from the findings; all seek to use the circumstances of the present and the recent past as a basis for enhancing the future of the superintendency in British Columbia. Most focus on the employment relationship between the board and the superintendent and on the pre-service preparation of new superintendents.

Recruitment, Search and Selection

The employment relationship between a board and a superintendent of schools begins with the first decisions about and steps toward filling the vacancy. Each phase of the process: needs assessment, advertising, soliciting of applications, initial screening, reference checking, provision of information to applicants, interviewing and selection is an impression-creating, relationship-developing initiative. The responses of some have suggested that the first seeds of great success or of future difficulty are sown during recruitment and selection.

It is important that there be a consistent, rational and widely-accepted set of recruitment and selection procedures for superintendents. Reference materials and qualified assistance in developing such guidelines are readily available, often from superintendents themselves. The community of interest between superintendents and school boards, however, suggests that for such a project to be successful, it must be a joint effort.

Recommendation 1:

That the ABCSS, in conjunction with school board representatives, seek to develop a set of comprehensive and practical guidelines for the recruitment and selection of superintendents of schools.

Recommendation 2:

That steps be taken by the ABCSS in partnership with board representatives to publicize and promote these guidelines and to ensure that early support is available to boards planning to embark on a search and selection process.

As the figures in Table 8 have shown, almost half of incumbent superintendents have less than five years' experience in the position. Twelve entered in 1986 alone. A small number may have had prior experience as a superintendent, while others have entered directly from the principalship. Some have had no experience on a district staff or working with school boards.

Recommendation 3:

That boards establish a desired background of experience for a potential superintendent and seek to ensure that the candidate's background is indicative of likely success in working with an elected board of school trustees.

The appointment of a superintendent of schools is a key decision for a board of school trustees. The process of search and selection is intensive, requiring careful planning at the outset and close attention throughout. It is suggested that a degree of external assistance be engaged by boards to ensure close attention to each step in the process.

Regardless of the board's decision about the nature and extent of outside involvement, the issue might be addressed according to the model shown in Figure 3. This model specifies four major aspects of the search and selection process, and permits the board to specify the level and kind of support required. It assumes that the board will require a degree of external advice and will use the guidelines proposed in Recommendation 1. It represents only the most basic decisions necessary before the search process can begin.

Guidelines For Employment

Once a selection has been made, the development of a contract becomes an important early activity. The process will vary among superintendents and boards. Some will use the services of a lawyer or other agent, some will work independently. The contract is a crucial document, and for those working without specialized assistance, some basic advice seems essential:

Recommendation 4:

> That the ABCSS publish, with legal assistance, advice and basic guidelines for the negotiation of a contract of employment, and that such guidelines include an encouragement to seek qualified assistance.

Consideration of due process seems unsuited to discussions at the time of hiring. Recent history, however, suggests that clarification of this aspect of employment is in the best interests of both the super-

Parties Involved	Search Aspect			
	Process Management	District/Position Needs Assessment	Screening	Interviewing
Board[1.]				
Outside Consultant				
Senior Staff				
Employee[2.] Groups	X			
Community[2.] Representatives	X			

1. Assumed to include "Board committee as appropriate."

2. "Employee groups" and "Community representatives" have been excluded from the model for "Process management," which differs in kind from the remaining search aspects.

Figure 3. Basic Design of the Superintendent Search and Selection Process.

intendent and the board. There appear to be two alternatives: to seek the placement in legislation of a guarantee of at least the basic elements of due process (i.e. a hearing before the whole board) in the event of major difficulties in the employment relationship, or to ensure that such guidelines are included in contracts of employment. The choice of a preferred alternative would be a policy decision of the ABCSS.

Recommendation 5:

That the ABCSS study the Ontario guidelines regarding the terms of employment for superintendents of schools (directors of education) to determine the advisability of seeking similar legislative or contractual guidelines relating to superintendents and boards in this province.

Few would argue that periodic feedback about the quality of one's performance on the job is important to growth and to ensuring mutual satisfaction. The importance of formal evaluation for superintendents is emphasized by the fact that the priorities of the board will change over time and that the membership of the employing board itself may change substantially with an election. The writer is aware that some legal opinion advises against formal evaluation; the matter needs resolution.

Recommendation 6:

That boards and superintendents ensure that the contract of employment provides a process for regular and equitable formal evaluation.

Recommendation 7:

That boards and superintendents ensure that provisions for basic elements of due process in the event of major difficulties in the employment relationship are included in the contract of employment; that such guidelines focus first on problem resolution and second on guidelines to be followed in the event that a major difficulty cannot be resolved.

The foregoing recommendations are intended to provide a framework within which attention can be focussed on the matter at hand: the education of children. It is felt that by ensuring that basic components of the employment relationship are handled systematically and, where appropriate, in advance, primacy of effort can be given to educational leadership by both superintendents and boards.

Preparation For The Superintendency

The preparation of superintendents beyond the usual requirements of graduate education and administrative experience is a matter worthy of attention. The experience of recent years, early retirement provisions and a range of other factors may contribute to a shortage of qualified candidates for the superintendency. In-service training is reasonably available, but pre-service experiences of the kind likely to contribute to success on the job by supplementing education and career experience are less available.

Recommendation 8:

That the ABCSS explore ways of providing pre-service experiences such as intensive short-term training or internships which will assist newly-appointed superintendents in successful entry.

Further study of the superintendency in the area of critical skill requirements is important. In particular, the political statesmanship role of the superintendent needs closer examination. The area is difficult to define and the skills are in all likelihood difficult to develop, but the role is crucial.

CONCLUSION

The study has generated much factual data about the current scene in the superintendency in British Columbia. It has sought to interpret that information and beyond that, to examine the superintendency through the eyes of the men and women who live it in the present and who will live it in the future.

The task of leadership in uncertain times places high demands on all who would accept it, and exacts a high cost from some. The path ahead in education, and indeed, in our society, is unclear. What is clear is that there are those who will lead; what is necessary is that the best leaders be attracted, nurtured and enabled to work effectively with boards, employees, staffs and communities towards a common purpose: the education of children.

References

Blumberg, A. & Blumberg, P. (1985) The school superintendent: Living with conflict. New York: Teachers College Press.

Boyd, W. (1976). School board-administrative staff relationships. In P. Cistone (Ed.), Understanding School Boards (pp. 103-129). Toronto: D.C. Heath and Company.

Campbell, R., Cunningham, L., Nystrand, R. & Usdam, M. (1985). The organization and control of American schools. Toronto: Charles E. Merrill Publishing Company.

Carlson, R. (1972). School superintendents: Careers and performance. Columbus, Ohio: Charles E. Merrill Publishing Company.

Cawelti, G. (1982, March). Guess What? Big city superintendents say their school boards are splendid. The American School Board Journal, 33-35.

Coleman, P. (1977). Power diffusion in educational governance: Redefining the roles of trustees and administrators in Canadian education. Canadian Society for the Study of Education Yearbook, 4, 79-89.

Cuban, L. (1976). Urban school chiefs under fire. Chicago: University of Chicago Press.

Cuban, L. (1985, September). Conflict and Leadership in the superintendency. Phi Delta Kappan, 28-30.

Department of Educational Administration (1977). Guidelines for Employment of School Superintendents. Edmonton, University of Alberta.

Department of Administrative, Adult and Higher Education (AAHE). (1986). The school superintendency in British Columbia 1984. University of British Columbia. Dodds, R. (1984, Spring). Contracts for school superintendents. Education Canada, 4-10.

Fleming, T. (1986). From provincial to local control: School inspectors, superintendents, and the changing character of school leadership in British Columbia. [unpublished document].

Greenhill, C. (1977). Central office officials in the politics of education. Canadian Society for the Study of Education Yearbook, 4, 91-97.

Greenleaf, R. (1977). Servant Leadership. New York: Paulist.

Hickcox, E. (1974, June). The trustee and the administrator. Education Canada, 14(2), 34-38.

Iannaccone, L. & Lutz, F. (1970). Politics, power and policy: The governing of local school districts. Columbus, Ohio: Charles E. Merrill Publishing Company.

Kipp, D. (1982, March). But these board members drive superintendents crazy. American School Board Journal, p. 35.

Kratzmann, A. & James, T. (1978). The Recruitment and Selection of School District Senior Administrative Personnel. Vancouver; B.C. School Trustees Association.

McCarty, D. & Ramsey, C. (1971). The school managers. Westport, Conn.: Greenwood Publishing Corporation.

Smith, R. (1982, November). Who runs our schools? Superintendents--but that must change. The American School Board Journal, 27-29.

Storey, V. (1979). Work-Related Learning Efforts of School Principals. Unpublished doctoral (Ed.D) dissertation, University of British Columbia..

Tyack, D. & Hansot, E. (1982). Managers of virtue. New York: Masic Books, Inc.

Zakariya, S. (1983, October), Count the ways to keep your great superintendent productive and contented. The American School Board Journal, 27-29, 45.

APPENDIX A

Tables 1 to 8

Table 1.

Year of Entry of B.C. Superintendents of Schools

Year of Entry	n	%
1979 or before	74	57.4
1980	4	3.1
1981	14	10.9
1982	4	3.1
1983	6	4.7
1984	10	7.8
1985	5	3.9
1986	12	9.3
Total	129	100.0

Table 2.

Departure of B.C. Superintendents Leaving Since 1979

Year of Departure	Year of Entry						Totals	
	1979	1980	1981	1983	1984	1985	n	%
1979	5						5	7.5
1980	5						5	7.5
1981	7						7	10.4
1982	9	1					10	14.9
1983	1			1			2	3.0
1984	8		1	1			10	14.9
1985	1		3		2		6	9.0
1986	16		1	1			18	26.9
1987	2		1			1	4	6.0
Totals n	54	1	6	3	2	1	67	
%	80.6	1.5	9.0	4.5	3.0	1.5	100.0	

Table 3.

Attrition of B.C. Superintendents Offset by Retirement

Year of Departure	Number Departing	Gross Attrition Rate (%)	Retirement Departures	Net Departures	Net Attrition Rate[1.] (%)
1979	5	6.7	2	3	4.0
1980	5	6.7	1	4	5.3
1981	7	9.3	2	5	6.7
1982	10	13.3	4	6	8.0
1983	2	2.7	1	1	1.3
1984	10	13.3	5	5	6.7
1985	6	8.0	1	5	6.7
1986	18	24.0	3	15	20.0
1987	4	5.3	2	2	2.7
Totals	67		21	46	

[1.] Assumes 75 superintendences in total

Table 4.

Initial Status After Departure of Superintendents Leaving Since 1979, by Year of Entry

Status	Year of Entry							
	1979 or before	1980	1981	1983	1984	1985	Totals n	Totals %
1. Superintendent out of B.C.	1		2				3	4.5
2. Other senior district administrator	2		1	1		1	5	7.5
3. Ministry of Education	15						15	22.4
4. Retirement	20			1			21	31.3
5. Early retirement	8		1				9	13.4
6. School administration								
7. Teaching			1				1	1.5
8. Other employment	4						4	6.0
9. Unemployment	2	1	1	1	2		7	10.4
10. Student	1						1	1.5
11. Deceased	1						1	1.5
Totals n	54	1	6	3	2	1	67[1]	
%	80.6	1.5	9.0	4.5	3.0	1.5		100.0

[1]. Four of these individuals subsequently re-entered the superintendency [redacted] in British Columbia [redacted]

Table 5.

Initial Status After Departure of Superintendents Leaving Since 1979, by Year of Departure.

Initial Status	Left in 1979	1980	1981	1982	1983	1984	1985	1986	1987	Totals n	%
1. Superintendent out of B.C.						1		1	1	3	4.5
2. Other senior district administration				2			1	2	1	5	7.5
3. Ministry of Education	3	2	3	2		2		3		15	22.4
4. Retirement	2	1	2	4	1	5	1	3	2	21	31.3
5. Early Retirement		1	1			1	1	5		9	13.4
6. School Administration											
7. Teaching							1			1	1.5
8. Other employment		1		1		1		1		4	6.0
9. Unemployment			1	1	1		2	2		7	10.4
10. Student								1		1	1.5
11. Deceased				1						1	1.5
Totals n	5	5	7	10	2	10	6	18	4	67[1]	100.0
%	7.5	7.5	10.4	14.9	3.0	14.9	9.0	26.9	6.0		

[1]Four of these individuals subsequently re-entered the superintendency in British Columbia [redacted]

Table 6.

Re-entry of Superintendents Following Initial Departure from the Superintendency.

Year of Initial Departure	Year of Re-entry		Totals	
	1984	1986	n	%
1981		1	1	
1982	1		1	
1985		1	1	
1986		1	1	
Total re-entering	1	3	4	6.0
Total not re-entering			63	94.0
Totals			67	100.00

Table 7.

Status on June 30, 1987 of Superintendents Leaving Since 1979.[1]

Status	Totals n	%
1. Superintendent in B.C. district	4	6.0
2. Superintendent out of B.C.	5	7.5
3. Other senior district administration	5	7.5
4. Ministry of Education	8	11.9
5. Retirement	24	35.8
6. Early retirement	2	3.0
7. School administration	6	9.0
8. Teaching	1	1.5
9. Other employment	6	9.0
10. Unemployment	1	1.5
11. Student		
12. Deceased	1	1.5
13. Unknown	4	6.0
Totals	67	100.0

[1]Four of these individuals subsequently re-entered the superintendency.

Table 8.

Years of Experience of Incumbent Superintendents[1] at June, 1987.

Years as Superintendent	n	%
8 or more	21	31.8
7	3	4.5
6	9	13.6
5	5	7.6
4	3	4.5
3	9	13.6
2	4	6.1
1	12	18.2
Totals	66[1]	100.0

[1]Excludes acting superintendents and vacancies.